

Prof. Dr. Edwidge C. Bryant
Wednesday, 10:00 – 12:00 in Room 10 in the Philosophy Building
E-mail: ebryant.bryant@uni-wuerzburg.de
Office hours: Tuesday, 14:00-15:00

Course Description: This course examines cultural diversity in the sociopolitical, cultural, and linguistic contexts of teaching, learning, and living in a global society to increase intercultural competence for interpersonal communication. The cultural factors contributing to miscommunication that serve as barriers to intercultural competence will also be discussed.

This course will meet from Oct. 26- Dec. 16, 2022, then will continue online through Jan. 25, 2023

Cross-Cultural Communications – Course Schedule

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| 20 October | Introduction; Syllabus Review
Online Introduction assignment Due – 24 October |
| 26 October | Cultural Plunges (See details in Assignments below)
Selection of assigned topics – Due- 31 October

Cross-Cultural Communications/Intercultural Communications
Should you become interculturally competent?
Readings:
(Lustig et al., 2018): Chapter 1- Introduction to Intercultural Competence
Part 1 – Imperatives and demographics |
| 2 November | Effective communication: What does it mean?
(Lustig et al., 2018): Chapter 1- Introduction to Intercultural Competence
Communication

Culture of Poverty
Scenario #1 – Easy Money
Answer video questions and complete the “Culture of Poverty” assignment
Hirschberg & Hirschberg (2018): <i>Family and Friends</i> (pp. 28 – 67) |
| 9 November | Cultures differences
Lustig et al., 2018): Chapter 2- Culture and Intercultural Competence.

Scenario #2 – I’ll take two tickets
How are disabilities discussed?
Sucheng Chan, “You’re Short Besides!” China/United States (pp. 71-77)
Christy Brown, “The Letter A” Ireland |
| 16 November | No Class |

- 23 November Hyphenated Cultural term used in the U.S.
(Lustig et al., 2018): Chapter 3- Intercultural Communication Competence
- Scenario #3 – A Culture of Past Curated
Customs (Hirschberg and Hirschberg) (Pg. 338 – 372)
- 30 November Invisible cultural patterns shape our identity and contribute to our worldview.
(Lustig et al., 2018) Chapter 4 – Cultural Patterns and Communication: Foundations
- Scenario #4 – All hands on deck
Strangers in a Strange Land – (Pg. 232 -280)
- 7 December Presentations on an Assigned Topic:
- Group presentation assignment:**
PowerPoint on an assigned topic: Students will be required to research a culture-related topic and create a PowerPoint. The presentation length must be 20 minutes, and each group member **must have a speaking role**. The PowerPoint must contain a **minimum of 10 slides with an engaging activity for peers (15 minutes for the PowerPoint presentation and 5 minutes for the engaging activity)**.
- Group I** – Language Variation; Language and Social Groups; Dialects; Code Switching; Pidgins & Creoles
- Group II** – An Overview of Cultural Diversity
- Group III**– Religious Pluralism
- Group IV** – The Culture of Migrancy (U.S. vs. Germany migrant students and their families)
- Group V** – Non-verbal Communication
- 14 December Identity and Bias
Lustig, (2018) Chapter 6 Cultural Identity and Cultural Biases (Part I)
- (Hirschberg and Hirschberg) – Class (Pg. 178 – 219)
Scenario #5 – Observations abroad and inequities
- 16 December Biases, Prejudice, Discrimination, and Racism (Part II)
- This is an all-day symposium. Please be present from 10:00 -12:00 and 13:00 – 15:00.

Note: This symposium will be the last in-person class. I will be available virtually to meet individually on Zoom to answer questions regarding your Cultural Plunge paper or to simply talk.

25 January **End of Term assignment due: Cultural Plunge (See the last page of this syllabus.**

Methods of Instruction: Lectures, virtual cooperative learning activities and discussions, mini-lectures, videos, and project-based learning are the primary means of instructing students in this course.

Requirements: All assignments must be completed by their respective due dates.

Readings:

Lustig, M. W. & Koester, J. (2018). *Intercultural competence interpersonal communication across cultures* (8th ed.). NY: Allyn and Bacon.

Hirschberg, S. & Hirschberg, T. (2018). *One World, Many Cultures* (10th ed.) NY: Pearson Education, Inc.

Kendi, I. X. (2019). *How to be an antiracist*. NY: One World, Inc.

Kristof, D. N. & Wudunn, S. (2020). *Tightrope: Americans reaching for hope*. NY: Penguin Random House LLC

ÖZÜORÇUN, F. (2013). The importance of body language in intercultural communications. *LAÜ Sosyal Bilimler Dergisi*, 4(2), 70-81.

Link to full article: <https://dergipark.org.tr/en/download/article-file/71905>

Ting-Toomey, Stella & Dorjee, Tenzin. (2015). Ting-Toomey & Dorjee (2015), Intercultural and intergroup communication competence: Toward an integrative perspective. *Noteworthy pages: p. 511-514, p. 515-519

Link to full text: https://www.researchgate.net/publication/303520390_Ting-Toomey_Dorjee_2015_Intercultural_and_intergroup_communication_competence_Toward_an_integrative_perspective

THE CULTURAL PLUNGE – A Cultural Immersion

Required: 2 plunges (approximately 4-5 pages typed in a double-spaced 12-point font for each plunge). The length of the completed paper is 8-10 pages, double-spaced and in 12-point font.

Purpose: provide students with the opportunity to be exposed to persons or groups markedly different in culture (ethnicity, language, race, socioeconomic status, physical exceptionality, sexual orientation) from that of the student to facilitate a deeper understanding of the behavior, communication, and perspectives of individuals belonging in the cultural setting.

*Task 1: Students will identify at least three reasonable experiences they have never previously experienced pursuing when taking a cultural plunge. A particular topic, setting, or people may be of interest because they have influenced your life in some important way, or you may want answers to questions about an unfamiliar topic, setting, or group of people. **Locate at least one reliable information source for each of your ideas or questions.** Submit the topics, settings, and one reference to the professor with a proposed field setting (their turf) where the plunges are taking place and follow-up interviews.*

Task 2: Obtain approval and feedback from the professor before you begin your plunges.

Task 3: You may have to visit different sites by exploring them in person. Students may call or use a web conferencing site with informants to conduct three interviews. However, observations must be completed in person.

Task 4: Students will take the plunge through the research conducted. Students will reflect on their newfound knowledge to gain insightful meaning, from which they will develop the interview questions for the cultural informant.

*Task 5: Students will arrange for one-on-one time with a “cultural informant” (one who is a member of the cultural environment) without distractions or responsibilities. You must have three informants for this paper. The student will prepare three questions in advance to elicit information that allows for a description of each topic and the informants' perspectives on those topics. A typed, double-spaced **summary of replies to questions and your reflection about the answers** will be included in your *reaction section of your paper*. The interviewee's **name should** not be included to preserve both informants' privacy. You may include their positions if they choose to share that information with you.*

Task 5: Conclusion - How will you use this information in your career?

The paper: Students will develop a reaction paper presenting: a) Introduction - Why did you select each plunge? b) Create a list of 5-10 stereotypes about the focal group before entry; c) Describe any emotional responses felt when you researched your topic or conducted each interview. Reflect on why you reacted emotionally the way you did; d) Include a discussion of whether the information obtained reinforced or challenged the popular stereotypes of the focal group; e) Provide a summary of the implications for your career for each plunge.